

## LISTENING:

### Multiple choice:

- Appropriate number of choices ( 4 being ideal for levels 3 – 6)
- Distracters are not opposites of the correct answer
- Choices are comparable in length and structure
- Input is aural
- Avoid absolute descriptions (ex. “never, always, all, etc.”)
- The stem is longer than the choices
- Avoid ambiguity
- Limit negative phrasing

### Integrated skills:

- Input is aural
- Clearly tied to objectives
- Rubric must be used in grading and ideally given to students prior to task
- Clear directions must accompany task
- Test should have “positive washback”

### Cloze:

- Input is aural
- No blanks in the first or last sentence
- Blanks appear at regular intervals (ex. Every 7-8 words)
- Blanks for words not for phrases
- The objective can be adequately measured by the cloze test

### True/ false:

- Input is aural
- Avoid ambiguity
- Clearly tied to objectives
- The objective can be adequately measured by the true/false test

## **SPEAKING AND PRONUNCIATION:**

### Presentations:

- The use of rubrics is highly recommended for evaluating presentations.
- Parts of the rubric may have different weights. (For example “eye contact” may be 10% and pronunciation might be 20%)
- Rubrics should be shared with students, and , if possible, explained to the students before the presentations.

- Criteria for grades should be specified. (e.g. The rubric category might be “oral grammar” examples listed next to this category could be final –s or – ed , ordinal numbers, present tense verbs, etc.)
- Criteria for grades should match outcomes and objectives for the level.

#### Pronunciation recording and live assessments:

- The results of live assessments or recorded pronunciation assessments should be reviewed individually with students.
- Tests may be direct tests in that they may measure *awareness* of phonological rules in a controlled situation. *Application* of the phonological rules should be measured in an indirect way.
- A combination of direct and indirect assessments should be used in assessing a student’s pronunciation.

#### Dictation:

- Input is aural
- At beginning levels use familiar texts, and at advanced levels use unfamiliar texts

### **Guidelines**

1. Assessments should be accompanied by explanations (about 150 words) covering the instructional context of the class and the objectives they address.
2. A set of objectives should cover all of the measurable objectives listed on the syllabus.
3. A variety of assessment techniques are used.
4. A set of assessments should be appropriate for a variety of learning styles.

### Reading

\* In addition to the final reading exam (20% of grade), at least another 20% of the grade should be in-class reading assessments (reading and assessment in class)(This does not include vocabulary quizzes.)

- Vocabulary quizzes should not be the only other assessments given.

Vocabulary quizzes should be part of the reading grade, but should not constitute the majority of the criteria.

- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.

#### Writing:

- Teachers should use rubrics for scoring writing.
- Level-appropriate grammar should be considered when assessing writing.
- In addition to the final writing exam(20% of grade), at least another 20% of the grade should be based on in-class writing.
- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.

#### Grammar:

- Teachers should include production and error correction as well as recognition of correct grammatical forms in their grammar assessments.
- Assessments should be directly tied to level-appropriate outcomes as listed in the syllabus.
- Teachers should use a variety of assessment forms, such as multiple choice, error correction, and sentence production when creating assessments.
- Teachers may choose to use an in-class essay in their determination of a grammar grade, especially in EAP classes.

**Guidelines for sets of assessments submitted to the Peer Review Committee**

1. Assessments should be accompanied by explanations (about 150 words) covering the instructional context of the class and the objectives they address.
2. A set of objectives should cover all of the measurable objectives listed on the syllabus.
3. A variety of assessment techniques are used.
4. A set of assessments should be appropriate for a variety of learning styles.